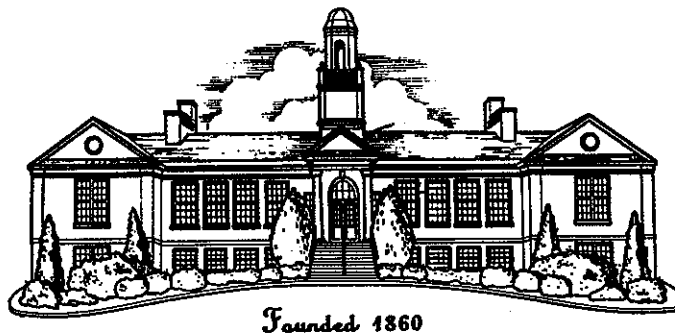


# **Beechwood Independent School District**



## **GUIDELINES FOR EVALUATION CERTIFIED EMPLOYEES**

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**Approved By Beechwood Board of Education  
May 2003**

# ASSURANCES

## CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

received  
8-12-05

The Beechwood Independent School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

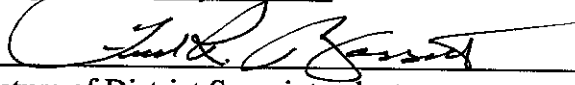
Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on May 12, 2003.

  
\_\_\_\_\_  
Signature of District Superintendent

8-8-05  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Signature of Chairperson, Board of Education

8/8/05  
\_\_\_\_\_  
Date

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**ASSURANCES**  
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on \_\_\_\_\_.

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Chairperson, Board of Education

\_\_\_\_\_  
Date

## BEECHWOOD INDEPENDENT SCHOOL DISTRICT

### FOREWORD

The Beechwood Independent School District's *GUIDELINES FOR EVALUATION OF CERTIFIED EMPLOYEES* provides to all staff members both a means to make evaluation a positive practice and the opportunity for professional growth. This evaluation plan was developed by a district evaluation plan committee composed of an equal number of administrators and teachers. The administrators on the committee included Dr. Fred Bassett (Superintendent), Mr. Glen Miller (High School Principal), and Ms. Karen Lowe (Elementary Principal). The teachers were Mr. Noel Rash, Ms. Karen Reynolds, and Ms. Nancy Taylor.

The *GUIDELINES* has as its emphasis the improvement of instruction. Given this focus, the role of the evaluator changes from that of "rater" to that of "facilitator". As a facilitator the evaluator, in an environment characterized by mutual trust, asks the question, "What can I do to help you do your job more effectively?" Through the mutual cooperation of the evaluator and the evaluatee areas in need of improvement are identified, plans of action are developed (goals), and progress toward the accomplishment of goals is monitored.

The professional growth plan developed as part of the evaluation process will be aligned with specific goals and objectives of the school improvement plan.

In order to ensure that the evaluation process is fair and effective, certified school personnel shall be made aware no later than the end of the first month of reporting for employment for each school year of the criteria on which they are to be evaluated. The district designated contact person responsible for monitoring evaluation training and implementing this evaluation plan is the Superintendent.

The evaluation process herein described becomes one of professional development, an important step toward the assurance of an outstanding educational program for the students of the Beechwood Independent School District.

Copies of this instrument may be downloaded from the district's web page or secured from the Beechwood Board of Education.

Forms may be downloaded and filled out electronically and submitted as desired.

## INTRODUCTION

The purpose of evaluation is to improve performance and promote professional growth. Therefore, the approach and techniques used are critical.

The heart of improvement and growth is the quality of working relationships between evaluatee and evaluator.

The process herein described depends upon the successful blending of six (6) components.

### Component 1

- Evaluatee selects an action plan
- Evaluator selects a second action plan

### Component 2

- Pre-observation conference is held
- First observation is conducted
- Post-observation conference is held
- Evaluatee and Evaluator select a third action plan
  
- Formative evaluation conference is held
  
- Pre-observation conference is held
- Second observation is conducted
- Post-observation conference is held

### Component 3

- Summative Evaluation conference is held

### Component 4

- Appealing the Summative Evaluation Report

### Component 5

- Implementing a Corrective Action Plan

### Component 6

- Professional Growth Plan

## QUICK REFERENCE TO FORMS

Employee Evaluation Timeline Signature Form (Page 7)	Completed by the evaluatee
Performance Criteria for Teachers (Pages 10 – 15)	
Performance Criteria for Administrators (Pages 16 – 21)	
Action Plan Form (Page 22)	
1 <sup>st</sup> one	Completed by the evaluator
2 <sup>nd</sup> one	Completed by the evaluatee
3 <sup>rd</sup> one	Completed jointly
Formative Evaluation Form (Page 23)	Completed by the evaluator
Lesson Plan Form (Page 26)	Completed by the evaluatee
Post-Observation Conference Report - Teacher (Page 27)	Completed by the evaluator
Post-Observation Conference Report – Administrator (Page 28)	Completed by the evaluator
Summative Evaluation Report – Teacher (Pages 31 – 40)	Completed by the evaluator
Summative Evaluation Report – Administrator (Pages 41 – 47)	Completed by the evaluator
Local Appeals Request Form (Page 51)	Completed by the evaluatee
Corrective Action Plan (Page 54 – 60)	Completed by the evaluator
Professional Growth Plan – Form (Page 64)	Completed jointly

Employee Evaluation Timeline  
(Signature Page)

Evaluatee \_\_\_\_\_

Evaluator \_\_\_\_\_

Within one month of reporting for employment	I received a copy of and will adhere to the Professional Code of Ethics as regulated in (704 KAR 20:680)	
Within one month of reporting for employment	I received a copy of my job description.	
Within one month of reporting for employment	I received a copy of and training on the evaluation instrument, which includes: evaluation standards and performance criteria, appeals procedures, and the corrective action plan.	
** By October 1 and before my first observation.	I selected an area of improvement and I submitted an Action Plan to my evaluator.	
** By October 1 and before my first observation.	My evaluator selected an area of improvement for me and I received a second Action Plan.	
** By October 15	I received written notification at least 24 hours in advance of my first observation.	
Within one week following my first observation.	I attended a post-observation conference to discuss the written observation report.	
** By October 15 and following my first observation.	My evaluator and I discussed an additional area of improvement and we developed a third Action Plan together.	
** By January 31	My formative evaluation was conducted.	
** By March 31	I received a second observation. I understand notification prior to this observation and any additional observations are not required. I am to turn in a lesson plan for this observation by the following day.	
** By March 31	Within one week following this observation, I attended a post-observation conference to discuss the written observation report.	
** By March 31	My summative evaluation was conducted.	
Within 10 days following the summative evaluation	I understand I may appeal my summative evaluation. To appeal, I am to complete an Evaluation Appeals Hearing Request Form and I am to give a copy to the superintendent.	Signature not required.
Anytime throughout the school year when deficiencies are noted by the evaluator.	I understand I may receive a corrective action plan as described in the evaluation instrument.	Signature not required.
Anytime throughout the school year.	I understand my evaluator may request I turn in lesson plans whenever and as often as necessary.	Signature not required.
Every year	I understand I am required to adhere to requirements of the School Improvement Plan. I received a copy of this plan within the first month of reporting for employment.	Signature not required.
Every Year	I understand I am required to develop and implement a Professional Growth Plan, which is reviewed annually.	Signature not required.
Every Year	I understand I am responsible for adhering to all standards and performance criteria described in the Evaluation Instrument.	Signature not required.

Note: Employees may request in writing in accordance with state law KRS 156.557 to be observed by a third party.

\*\* This is a suggested timeline.



**COMPONENT ONE**

**Performance Criteria For Teachers  
Performance Criteria For Administrators  
Action Plan Development  
Formative Evaluation Instrument**

## COMPONENT ONE

### Action Plans

The Action Plan component is composed of four steps, as shown below:

1. Review Performance Criteria (Refer to pages 10-15 or pages 16-21), Job Description, and Responsibilities of the Evaluatee
2. Develop Action Plans (Refer to page 22)
3. Implement Action Plans
4. Assistance

### Procedures

#### Step 1 (Pre-Observation Conference – within one month of reporting for employment)

Both evaluatee and the evaluator review the evaluatee's duties and responsibilities using the Performance Criteria, Job description, and teacher handbook at a pre-observation conference. During this step the evaluatee selects an area for improvement and the evaluator selects a second area for improvement.

#### Step 2 (By October 1 and within three (3) school days following the Pre-Observation Conference) \*\*

The evaluatee submits to the evaluator a written Action Plan as identified in Step 1. The evaluator provides the evaluatee with an Action Plan at the pre-observation conference or within three (3) school days following the pre-observation conference. The evaluatee completes three Action Plans per year but may complete more at the evaluator's discretion.

#### Step 3 (Initiation of the Action Plans)

Initiation of an Action Plan begins with the date of the evaluatee's signature on the Action Plan. Both the evaluatee and evaluator work together to implement submitted Action Plans.

#### Step 4 (Assistance)

An evaluatee may request assistance from the evaluator any time assistance is needed. An Evaluatee needing specific assistance with the implementation of an action plan is to submit in writing to the evaluator the type of assistance needed. Once the evaluator receives a written request from the evaluatee for additional assistance, the evaluator will work with the evaluatee to develop a plan of assistance to help the evaluatee. All requests for assistance and assistance provided are to be documented in writing.

**\*\* This is a suggested timeline.**

PERFORMANCE CRITERIA

FOR TEACHERS

<b>1: Demonstrates Professional Leadership</b>
<i>The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.</i>
<b>2: Demonstrates Knowledge of Content</b>
<i>The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.</i>
<b>3: Designs/Plans Instruction</b>
<i>The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>
<b>4: Creates/Maintains Learning Climate</b>
<i>The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>
<b>5: Implements/Manages Instruction</b>
<i>The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>
<b>6: Assesses and Communicates Learning Results</b>
<i>The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>
<b>7: Reflects/Evaluates Teaching/Learning</b>
<i>The teacher reflects on and evaluates teaching/learning</i>
<b>8: Collaborates with Colleagues/Parents/Others</b>
<i>The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>
<b>9: Engages in Professional Development</b>
<i>The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.</i>
<b>10: Demonstrates Implementation of Technology</b>
<i>The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.</i>

## **STANDARD 1: Demonstrates Professional Leadership**

*The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.*

### **PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 1.1 Builds positive relationships within and between school and community.
- 1.2 Promotes leadership potential in colleagues.
- 1.3 Participates in professional organizations and activities.
- 1.4 Writes and speaks effectively.
- 1.5 Contributes to the profession knowledge and expertise about teaching and learning.
- 1.6 Guides the development of curriculum and instructional materials.
- 1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 1.8 Initiates and develops educational projects and programs.
- 1.9 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 1.10 Demonstrates punctuality and good attendance for all duties.
- 1.11 Adheres to school board policies and administrative procedures.
- 1.12 Adheres to the state professional Code of Ethics.

## **STANDARD 2: Demonstrates Knowledge of Content**

*The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.*

### **PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught.
- 2.2 Communicates a current knowledge of discipline(s) taught.
- 2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.
- 2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
- 2.5 Connects content knowledge to real-world applications.
- 2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
- 2.7 Analyzes sources of factual information for accuracy.
- 2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
- 2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

### **STANDARD 3: Designs/Plans Instruction**

*The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

#### **PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations.
- 3.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes.
- 3.3 Integrates skills, thinking processes, and content across disciplines.
- 3.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
- 3.5 Creates and uses learning experiences that are developmentally appropriate for learners.
- 3.6 Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.
- 3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.
- 3.8 Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
- 3.9 Develops and implements appropriate assessment processes.
- 3.10 Secures and uses a variety of appropriate school and community resources to support learning.
- 3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
- 3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

### **STANDARD 4: Creates/Maintains Learning Climate**

*The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

#### **PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities.
- 4.3 Shows consistent sensitivity to individuals and responds to students objectively.
- 4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.
- 4.5 Locates and organizes materials and equipment to create an enriched multimedia environment.
- 4.6 Encourages and supports individual and group inquiry.
- 4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
- 4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.
- 4.9 Works with colleagues to develop an effective learning climate within the school.

## **STANDARD 5: Implements/Manages Instruction**

*The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

### **PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 5.1 Communicates specific goals and high expectations for learning.
- 5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
- 5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
- 5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
- 5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.
- 5.6 Stimulates students to reflect on their own ideas and those of others.
- 5.7 Uses appropriate questioning strategies to help students solve problems and think critically.
- 5.8 Manages student examination of social issues relative to course content, possible responses, and associated consequences.
- 5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
- 5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.
- 5.11 Makes effective use of media and technologies.
- 5.12 Makes efficient use of physical and human resources and time.
- 5.13 Provides opportunities for students to use and practice what is learned.
- 5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

## **STANDARD 6: Assesses and Communicates Learning Results**

*The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

### **PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 6.1 Selects and uses appropriate assessments.
- 6.2 Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
- 6.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.
- 6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results.
- 6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
- 6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

## **STANDARD 7: Reflects/Evaluates Teaching/Learning**

*The teacher reflects on and evaluates teaching/learning.*

### **PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 7.1 Assesses and analyzes the effectiveness of instruction.
- 7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
- 7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

## **STANDARD 8: Collaborates with Colleagues/Parents/Others**

*The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

### **PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 8.1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- 8.2 Discusses with parents, students and others the purpose and scope of the collaborative effort.
- 8.3 Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
- 8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
- 8.5 Secures and makes use of school and community resources that present differing viewpoints.
- 8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
- 8.7 Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
- 8.8 Analyzes previous collaborative experiences to improve future experiences.
- 8.9 Assesses students' special needs and collaborates with school services and community agencies to meet those needs.

## **STANDARD 9: Engages in Professional Development**

*The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.*

### **PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 9.1 Establishes priorities for professional growth.
- 9.2 Analyzes student performance to help identify professional development needs.
- 9.3 Solicits input from others in the creation of individual professional development plans.
- 9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development.
- 9.5 Modifies own professional development plan to improve instructional performance and to promote student learning.

## **STANDARD 10: Demonstrates Implementation of Technology**

*The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.*

### **PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 10.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10 Practices equitable and legal use of computers and technology in professional activities.
- 10.11 Facilitates the lifelong learning of self and others through the use of technology.
- 10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 10.13 Applies research-based instructional practices that use computers and other technology.
- 10.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 10.15 Uses technology to support multiple assessments of student learning.
- 10.16 Instructs and supervises students in the ethical and legal use of technology.



**PERFORMANCE CRITERIA  
FOR ADMINISTRATORS**

<b>1. Vision</b>
A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
<b>2. School Culture and Learning</b>
A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
<b>3. Management</b>
A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
<b>4. Collaboration</b>
A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
<b>5. Integrity, Fairness, Ethics</b>
A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
<b>6. Political, Economic, Legal</b>
A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Evaluation Standards and Performance Criteria  
for Education Administrators  
(*All performance criteria may not apply to all administrative positions.*)

**STANDARD 1: Vision**

*A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

**PERFORMANCE CRITERIA:**

The extent to which the administrator facilitates processes and engages in activities ensuring that:

- 1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community
- 1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- 1.3 The core beliefs of the school vision are modeled for all stakeholders
- 1.4 The vision is developed with and among stakeholders
- 1.5 The contributions of school community members to the realization of the vision are recognized and celebrated
- 1.6 Progress toward the vision and mission is communicated to all stakeholders
- 1.7 The school community is involved in school improvement efforts
- 1.8 The vision shapes the educational programs, plans, and actions
- 1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
- 1.10 Assessment data related to student learning are used to develop the school vision and goals
- 1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- 1.12 Barriers to achieving the vision are identified, clarified, and addressed
- 1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals
- 1.14 Existing resources are used in support of the school vision and goals
- 1.15 The vision, mission and implementation plans are regularly monitored, evaluated and revised

## **STANDARD 2: School Culture and Learning**

*A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

### **PERFORMANCE CRITERIA:**

The extent to which the administrator facilitates processes and engages in activities ensuring that:

- 2.1 All individuals are treated with fairness, dignity, and respect
- 2.2 Professional development promotes a focus on student learning consistent with the school vision and goals
- 2.3 Students and staff feel valued and important
- 2.4 The responsibilities and contributions of each individual are acknowledged
- 2.5 Barriers to student learning are identified, clarified, and addressed
- 2.6 Diversity is considered in developing learning experiences
- 2.7 Life long learning is encouraged and modeled
- 2.8 There is a culture of high expectations for self, student, and staff performance
- 2.9 Technologies are used in teaching and learning
- 2.10 Student and staff accomplishments are recognized and celebrated
- 2.11 Multiple opportunities to learn are available to all students
- 2.12 The school is organized and aligned for success
- 2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- 2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- 2.15 The school culture and climate are assessed on a regular basis
- 2.16 A variety of sources of information is used to make decisions
- 2.17 Student learning is assessed using a variety of techniques
- 2.18 Multiple sources of information regarding performance are used by staff and students
- 2.19 A variety of supervisory and evaluation models is employed
- 2.20 Pupil personnel programs are developed to meet the needs of students and their families

### **STANDARD 3: Management**

*A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment*

#### **PERFORMANCE CRITERIA:**

The extent to which the administrator facilitates processes and engages in activities ensuring that:

- 3.1 Knowledge of learning, teaching, and student development is used to inform management decisions
- 3.2 Operational procedures are designed and managed to maximize opportunities for successful learning
- 3.3 Emerging trends are recognized, studied, and applied as appropriate
- 3.4 Operational plans and procedures to achieve the vision and goals of the school are in place
- 3.5 Collective bargaining and other contractual agreements related to the school are effectively managed
- 3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively
- 3.7 Time is managed to maximize attainment of organizational goals
- 3.8 Potential problems and opportunities are identified
- 3.9 Problems are confronted and resolved in a timely manner
- 3.10 Financial, human, and material resources are aligned to the goals of schools
- 3.11 The school acts entrepreneurially to support continuous improvement
- 3.12 Organizational systems are regularly monitored and modified as needed
- 3.13 Stakeholders are involved in decisions affecting schools
- 3.14 Responsibility is shared to maximize ownership and accountability
- 3.15 Effective problem-framing and problem-solving skills are used
- 3.16 Effective conflict resolution skills are used
- 3.17 Effective group-process and consensus-building skills are used
- 3.18 Effective communication skills are used
- 3.19 There is effective use of technology to manage school operations
- 3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively
- 3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained
- 3.22 Human resource functions support the attainment of school goals
- 3.23 Confidentiality and privacy of school records are maintained

## **STANDARD 4: Collaboration**

*A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*

### **PERFORMANCE CRITERIA:**

The extent to which the administrator facilitates processes and engages in activities ensuring that:

- 4.1 High visibility, active involvement, and communication with the larger community is a priority
- 4.2 relationships with community leaders are identified and nurtured
- 4.3 Information about family and community concerns, expectations, and needs is used regularly
- 4.4 There is outreach to different business, religious, political, and service agencies and organizations
- 4.5 Credence is given to individuals and groups whose values and opinions may conflict
- 4.6 The school and community serve one another as resources
- 4.7 available community resources are secured to help the school solve problems and achieve goals
- 4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- 4.9 Community youth family services are integrated with school programs
- 4.10 Community stakeholders are treated equitably
- 4.11 Diversity is recognized and valued
- 4.12 Effective media relations are developed and maintained
- 4.13 A comprehensive program of community relations is established
- 4.14 public resources and funds are used appropriately and wisely
- 4.15 Community collaboration is modeled for staff
- 4.16 Opportunities for staff to develop collaborative skills are provided

## **STANDARD 5: Integrity, Fairness, Ethics**

*A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner*

### **PERFORMANCE CRITERIA:**

The extent to which the administrator facilitates processes and engages in activities ensuring that:

- 5.1 Examines personal and professional values
- 5.2 Demonstrates a personal and professional code of ethics
- 5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- 5.4 Serves as a role model
- 5.5 Accepts responsibility for school operations
- 5.6 Considers the impact of one's administrative practices on others
- 5.7 Uses the influence of the office to enhance the educational program rather than for personal gain
- 5.8 Treats people fairly, equitably, and with dignity and respect
- 5.9 Protects the rights and confidentiality of students and staff
- 5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community
- 5.11 Recognized and respects the legitimate authority of others
- 5.12 Examines and considers the prevailing values of the diverse school community
- 5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 5.14 Opens the school to public scrutiny
- 5.15 Fulfills legal and contractual obligations
- 5.16 Applies laws and procedures fairly, wisely, and considerately

## **STANDARD 6: Political, Economic, Legal**

*A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.*

### **PERFORMANCE CRITERIA:**

The extent to which the administrator facilitates processes and engages in activities ensuring that:

- 6.1 The environment in which schools operate is influenced on behalf of students and their families
- 6.2 Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- 6.3 There is ongoing dialogue with representatives of diverse community groups
- 6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- 6.5 Public policy is shaped to provide quality education for students
- 6.6 Lines of communication are developed with decision makers outside the school community

AREA OF IMPROVEMENT  
ACTION PLAN

Name of Evaluatee \_\_\_\_\_

Name of Evaluator \_\_\_\_\_

School Year \_\_\_\_\_

Standard(s) \_\_\_\_\_

Goal Statement(s) \_\_\_\_\_

Action Plan Developed By: ☐ Evaluatee    ☐ Evaluator    ☐ Jointly

Action Plan - List below the specific steps that you will take to meet the need indicated above.  
All steps must be either MEASUREABLE or OBSERVABLE.

EVALUATEE \_\_\_\_\_ DATE \_\_\_\_\_

EVALUATOR \_\_\_\_\_ DATE \_\_\_\_\_

## FORMATIVE EVALUATION CONFERENCE

EVALUATOR'S COMMENTS

EVALUATEE'S COMMENTS:

Formative Plan is:

☐ Fully achieved  
☐ Partially achieved  
☐ Not achieved

Initial and Date

☐ Evaluator  
☐ Evaluatee

Summative Plan is:

☐ Fully achieved  
☐ Partially achieved  
☐ Not achieved

Initial and Date

☐ Evaluator  
☐ Evaluatee

Signature does not indicate agreement, but only that a copy was received.

Evaluator - Original

Evaluatee - Copy



**COMPONENT TWO**

**Classroom Observation**

**Lesson Plan**

**Post-Observation Conference Report of Classroom Observation**

**Post-Observation Conference Report of Administrator Observation**

## COMPONENT TWO

### Observations

There are a minimum of two (2) observations per evaluation cycle.

Tenured teachers are evaluated a minimum of once every three (3) years and may be evaluated more often at the discretion of the evaluator.

Non-tenured teachers and administrators are evaluated every year.

Itinerate teachers are teachers who teach in more than one school (i.e. elementary and high school). Itinerate teachers are observed a minimum of once per evaluation cycle by each evaluator. The formative and summative evaluations will represent a consensus of the evaluators.

Employees may request in writing in accordance with state law KRS 156.557 to be observed by a third party.

### Procedures

Step 1 **\*\***(Notification of Observations - First Observation – by October 15, Second Observation – by March 31)

The evaluator gives the evaluatee written notification at least twenty-four (24) hours in advance of the date and time that the first formal observation will take place. The second and any subsequent observations may be announced or unannounced at the evaluator's discretion.

Step 2 (Submission of lesson plan(s) - teachers) Refer to page 26 for the lesson plan format.

Within one day prior to an observation, the teacher is to provide the evaluator a written copy of the lesson plan using the lesson plan format in this document. For unannounced observations, the teacher is to submit a copy of the lesson plan of the unannounced observation by the beginning of the next school day using the lesson plan format in this document. The evaluator may require that the teacher provide lesson plans for any subsequent observations either prior to or following the observation(s). Anytime throughout the school year, the evaluator may request the teacher to turn in additional lesson plans.

Step 3 (Post-Observation Conference – to be held within one week following an observation)

Within one week following the first observation:

1. The evaluator will complete a post-observation report (refer to page 27 or page 28).
2. The evaluatee and evaluator will meet to discuss the written post-observation report and to jointly select at least one other area for improvement.

Within one week following the second and/or subsequent observation

1. The evaluator will complete a post-observation report (refer to page 27 or page 28).
2. The evaluatee and evaluator will meet to discuss the written post-observation report where additional areas of improvement may be selected for the evaluatee.

Step 4 **\*\***(Formative Evaluation – By January 31)

The evaluatee and the evaluator(s) meet and discuss the degree to which the Action Plans are being accomplished by use of the Formative Evaluation Conference Instrument. (refer to page 23)

**\*\*** This is a suggested timeline.

## LESSON PLAN

TO: \_\_\_\_\_

FR: \_\_\_\_\_

DATE: \_\_\_\_\_

I will be visiting your classroom on \_\_\_\_\_ at \_\_\_\_\_. In order that I may make maximum use of this time, please indicate in the space below what you plan on teaching during the time I will be in your room (include objectives, procedures, resources, assessments, and other activities, grouping, core content, academic expectations, etc.). Also include any special or unique situations or circumstances of which I should be aware.

Objective(s):

Procedures:

Resources:

Assessments:

Other / Core Content / Academic Expectations:

Return to me no later than \_\_\_\_\_. A Post-Observation Conference will be held in my office on \_\_\_\_\_ at \_\_\_\_\_.

POST-OBSERVATION CONFERENCE REPORT OF CLASSROOM VISIT

Teacher	Grade	Room	Subject	Date of Visit
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Planning / Designing / Instructional Techniques

Motivation of Students / Learning Climate / Relationship with Students

Use of Resources / Technology

Managing Instruction / Knowledge of Content

Other

	<u>Signature</u>	<u>Date</u>
Evaluatee	_____	_____
Evaluator	_____	_____

Evaluatee – Copy

Evaluator – Original

Signature of EVALUATEE does not signify agreement, but only that a copy was received.

POST-OBSERVATION CONFERENCE REPORT OF ADMINISTRATOR OBSERVATION

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Administrator	School	Position	Date of Visit
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Vision

School Culture and Learning

Management

Collaboration

Integrity, Fairness, Ethics

Political, Economic, Legal

	<u>Signature</u>	<u>Date</u>
Evaluatee	_____	_____
Evaluator	_____	_____

Evaluatee – Copy

Evaluator - Original

Signature of EVALUATEE does not signify agreement, but only that a copy was received.

**COMPONENT THREE**

**Teacher Summative Evaluation Report  
Administrator Summative Evaluation Report**

## COMPONENT THREE

### Summative Evaluation

This component is a written summative assessment of the evaluatee's performance by the evaluator(s). The intent of the summative evaluation conference is to discuss the overall assessment of the evaluatee and to provide the evaluatee with feedback as to the effectiveness of the evaluatee's performance.

#### Procedures

##### Step 1\*\* (Summative Evaluation Conference – by March 31)

The evaluatee and the evaluator(s) meet and discuss the degree to which the Action Plans were fulfilled by use of the Summative Evaluation Instrument Report (Refer to pages 31-40 or pages 41-47).

##### Step 2 (Comments)

The evaluatee has space on the summative evaluation instrument report to make comments. The evaluatee may make comments on the summative evaluation instrument report or submit comments in writing within seven (7) business days to the evaluator(s) to attach to the evaluatee's summative evaluation instrument report.

##### Step 3 (Record of Report)

A copy of the summative evaluation instrument report will be given to the evaluatee. The original copy of the summative evaluation instrument report will be maintained in the evaluatee's personnel file maintained in the office of the Board of Education.

##### Step 4 (Appeal)

The evaluatee has rights to appeal (on procedures or on substance or both) in accordance with the procedures outlined in the appeal component of this evaluation instrument. Refer to component four "Appealing the Evaluation" beginning on page 48.

\*\* This is a suggested timeline.

TEACHER  
SUMMATIVE EVALUATION INSTRUMENT REPORT  
BEECHWOOD INDEPENDENT SCHOOL DISTRICT

School Year \_\_\_\_/\_\_\_\_

Name \_\_\_\_\_

Assignment \_\_\_\_\_

**Performance Evaluation Key**

- ❖ 3=Meets Performance Expectations
- ❖ 2=Growth Needed
- ❖ 1=Does Not Meet Performance Expectations
- ❖ requires written comment

**TEACHER STANDARDS**

**Score**

<b>1: Demonstrates Professional Leadership</b> <i>The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.</i>	
<b>2: Demonstrates Knowledge of Content</b> <i>The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.</i>	
<b>3: Designs/Plans Instruction</b> <i>The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	
<b>4: Creates/Maintains Learning Climate</b> <i>The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	
<b>5: Implements/Manages Instruction</b> <i>The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	
<b>6: Assesses and Communicates Learning Results</b> <i>The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	
<b>7: Reflects/Evaluates Teaching/Learning</b> <i>The teacher reflects on and evaluates teaching/learning</i>	
<b>8: Collaborates with Colleagues/Parents/Others</b> <i>The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	
<b>9: Engages in Professional Development</b> <i>The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.</i>	
<b>10: Demonstrates Implementation of Technology</b> <i>The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.</i>	



**STANDARD 1: Demonstrates Professional Leadership**

**Score** \_\_\_\_\_

*The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.*

**PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 1.1 Builds positive relationships within and between school and community.
- 1.2 Promotes leadership potential in colleagues.
- 1.3 Participates in professional organizations and activities.
- 1.4 Writes and speaks effectively.
- 1.5 Contributes to the profession knowledge and expertise about teaching and learning.
- 1.6 Guides the development of curriculum and instructional materials.
- 1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 1.8 Initiates and develops educational projects and programs.
- 1.9 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 1.10 Demonstrates punctuality and good attendance for all duties.
- 1.11 Adheres to school board policies and administrative procedures.
- 1.12 Adheres to the state professional Code of Ethics.

**Evaluator Comments:**

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**Professional Growth Area:**

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*The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.*

**PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught.
- 2.2 Communicates a current knowledge of discipline(s) taught.
- 2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.
- 2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
- 2.5 Connects content knowledge to real-world applications.
- 2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
- 2.7 Analyzes sources of factual information for accuracy.
- 2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
- 2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

Evaluator Comments:

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Professional Growth Area:

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*The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

**PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations.
- 3.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes.
- 3.3 Integrates skills, thinking processes, and content across disciplines.
- 3.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
- 3.5 Creates and uses learning experiences that are developmentally appropriate for learners.
- 3.6 Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.
- 3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.
- 3.8 Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
- 3.9 Develops and implements appropriate assessment processes.
- 3.10 Secures and uses a variety of appropriate school and community resources to support learning.
- 3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
- 3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

Evaluator Comments:

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Professional Growth Area:

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**STANDARD 4: Creates/Maintains Learning Climate**

Score \_\_\_\_\_

*The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

**PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities.
- 4.3 Shows consistent sensitivity to individuals and responds to students objectively.
- 4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.
- 4.5 Locates and organizes materials and equipment to create an enriched multimedia environment.
- 4.6 Encourages and supports individual and group inquiry.
- 4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
- 4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.
- 4.9 Works with colleagues to develop an effective learning climate within the school.

Evaluator Comments:

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Professional Growth Area:

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*The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

**PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 5.1 Communicates specific goals and high expectations for learning.
- 5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
- 5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
- 5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
- 5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.
- 5.6 Stimulates students to reflect on their own ideas and those of others.
- 5.7 Uses appropriate questioning strategies to help students solve problems and think critically.
- 5.8 Manages student examination of social issues relative to course content, possible responses, and associated consequences.
- 5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
- 5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.
- 5.11 Makes effective use of media and technologies.
- 5.12 Makes efficient use of physical and human resources and time.
- 5.13 Provides opportunities for students to use and practice what is learned.
- 5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

Evaluator Comments:

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Professional Growth Area:

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**STANDARD 6: Assesses and Communicates Learning Results**

Score \_\_\_\_\_

*The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

**PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 6.1 Selects and uses appropriate assessments.
- 6.2 Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
- 6.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.
- 6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results.
- 6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
- 6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

Evaluator Comments:

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Professional Growth Area:

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**STANDARD 7: Reflects/Evaluates Teaching/Learning**

Score \_\_\_\_\_

*The teacher reflects on and evaluates teaching/learning.*

**PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 7.1 Assesses and analyzes the effectiveness of instruction.
- 7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
- 7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

Evaluator Comments:

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Professional Growth Area:

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**STANDARD 8: Collaborates with Colleagues/Parents/Others**

Score \_\_\_\_\_

*The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

**PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 8.1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- 8.2 Discusses with parents, students and others the purpose and scope of the collaborative effort.
- 8.3 Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
- 8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
- 8.5 Secures and makes use of school and community resources that present differing viewpoints.
- 8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
- 8.7 Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
- 8.8 Analyzes previous collaborative experiences to improve future experiences.
- 8.9 Assesses students' special needs and collaborates with school services and community agencies to meet those needs.

Evaluator Comments:

Professional Growth Area:

**STANDARD 9: Engages in Professional Development**

Score \_\_\_\_\_

*The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.*

**PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 9.1 Establishes priorities for professional growth.
- 9.2 Analyzes student performance to help identify professional development needs.
- 9.3 Solicits input from others in the creation of individual professional development plans.
- 9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development.
- 9.5 Modifies own professional development plan to improve instructional performance and to promote student learning.

Evaluator Comments:

Professional Growth Area:

*The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.*

**PERFORMANCE CRITERIA:**

The extent to which the teacher:

- 10.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10 Practices equitable and legal use of computers and technology in professional activities.
- 10.11 Facilitates the lifelong learning of self and others through the use of technology.
- 10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 10.13 Applies research-based instructional practices that use computers and other technology.
- 10.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 10.15 Uses technology to support multiple assessments of student learning.
- 10.16 Instructs and supervises students in the ethical and legal use of technology.

Evaluator Comments:

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Professional Growth Area:

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**EVALUATOR'S COMMENTS**

**EVALUATEE'S COMMENTS:**

**PERSONNEL RECOMMENDATIONS (check appropriate item):**

1. \_\_\_\_\_ Teacher is recommended to continue employment.
2. \_\_\_\_\_ Teacher is not recommended to continue employment.
3. \_\_\_\_\_ Teacher needs another evaluation and summative conference before recommendation can be made.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

The evaluatee has the right to appeal this evaluation to the Evaluation Appeals Committee.

ADMINISTRATOR  
SUMMATIVE EVALUATION INSTRUMENT  
BEECHWOOD INDEPENDENT SCHOOL DISTRICT

School Year \_\_\_\_/\_\_\_\_

Name \_\_\_\_\_

Assignment \_\_\_\_\_

**Performance Evaluation Key**

- 3=Meets Performance Expectations
- ❖ 2=Growth Needed
- ❖ 1=Does Not Meet Performance Expectations
- ❖ requires written comment

**ADMINISTRATOR STANDARDS**

**Score**

<b>1: Vision</b> <i>A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</i>	
<b>2: School Culture and Learning</b> <i>A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</i>	
<b>3: Management</b> <i>A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</i>	
<b>4: Collaboration</b> <i>A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</i>	
<b>5: Integrity, Fairness, Ethics</b> <i>A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.</i>	
<b>6: Political, Economic, Legal</b> <i>A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</i>	

*A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

**PERFORMANCE CRITERIA:**

The extent to which the administrator facilitates processes and engages in activities ensuring that:

- 1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community
- 1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- 1.3 The core beliefs of the school vision are modeled for all stakeholders
- 1.4 The vision is developed with and among stakeholders
- 1.5 The contributions of school community members to the realization of the vision are recognized and celebrated
- 1.6 Progress toward the vision and mission is communicated to all stakeholders
- 1.7 The school community is involved in school improvement efforts
- 1.8 The vision shapes the educational programs, plans, and actions
- 1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
- 1.10 Assessment data related to student learning are used to develop the school vision and goals
- 1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- 1.12 Barriers to achieving the vision are identified, clarified, and addressed
- 1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals
- 1.14 Existing resources are used in support of the school vision and goals
- 1.15 The vision, mission and implementation plans are regularly monitored, evaluated and revised

Evaluator Comments:

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Professional Growth Area:

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*A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

**PERFORMANCE CRITERIA:**

The extent to which the administrator facilitates processes and engages in activities ensuring that:

- 2.1 All individuals are treated with fairness, dignity, and respect
- 2.2 Professional development promotes a focus on student learning consistent with the school vision and goals
- 2.3 Students and staff feel valued and important
- 2.4 The responsibilities and contributions of each individual are acknowledged
- 2.5 Barriers to student learning are identified, clarified, and addressed
- 2.6 Diversity is considered in developing learning experiences
- 2.7 Life long learning is encouraged and modeled
- 2.8 There is a culture of high expectations for self, student, and staff performance
- 2.9 Technologies are used in teaching and learning
- 2.10 Student and staff accomplishments are recognized and celebrated
- 2.11 Multiple opportunities to learn are available to all students
- 2.12 The school is organized and aligned for success
- 2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- 2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- 2.15 The school culture and climate are assessed on a regular basis
- 2.16 A variety of sources of information is used to make decisions
- 2.17 Student learning is assessed using a variety of techniques
- 2.18 Multiple sources of information regarding performance are used by staff and students
- 2.19 A variety of supervisory and evaluation models is employed
- 2.20 Pupil personnel programs are developed to meet the needs of students and their families

Evaluator Comments:

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Professional Growth Area:

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*A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment*

**PERFORMANCE CRITERIA:**

The extent to which the administrator facilitates processes and engages in activities ensuring that:

- 3.1 Knowledge of learning, teaching, and student development is used to inform management decisions
- 3.2 Operational procedures are designed and managed to maximize opportunities for successful learning
- 3.3 Emerging trends are recognized, studied, and applied as appropriate
- 3.4 Operational plans and procedures to achieve the vision and goals of the school are in place
- 3.5 Collective bargaining and other contractual agreements related to the school are effectively managed
- 3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively
- 3.7 Time is managed to maximize attainment of organizational goals
- 3.8 Potential problems and opportunities are identified
- 3.9 Problems are confronted and resolved in a timely manner
- 3.10 Financial, human, and material resources are aligned to the goals of schools
- 3.11 The school acts entrepreneurially to support continuous improvement
- 3.12 Organizational systems are regularly monitored and modified as needed
- 3.13 Stakeholders are involved in decisions affecting schools
- 3.14 Responsibility is shared to maximize ownership and accountability
- 3.15 Effective problem-framing and problem-solving skills are used
- 3.16 Effective conflict resolution skills are used
- 3.17 Effective group-process and consensus-building skills are used
- 3.18 Effective communication skills are used
- 3.19 There is effective use of technology to manage school operations
- 3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively
- 3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained
- 3.22 Human resource functions support the attainment of school goals
- 3.23 Confidentiality and privacy of school records are maintained

Evaluator Comments:

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Professional Growth Area:

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*A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*

**PERFORMANCE CRITERIA:**

The extent to which the administrator facilitates processes and engages in activities ensuring that:

- 4.1 High visibility, active involvement, and communication with the larger community is a priority
- 4.2 relationships with community leaders are identified and nurtured
- 4.3 Information about family and community concerns, expectations, and needs is used regularly
- 4.4 There is outreach to different business, religious, political, and service agencies and organizations
- 4.5 Credence is given to individuals and groups whose values and opinions may conflict
- 4.6 The school and community serve one another as resources
- 4.7 available community resources are secured to help the school solve problems and achieve goals
- 4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- 4.9 Community youth family services are integrated with school programs
- 4.10 Community stakeholders are treated equitably
- 4.11 Diversity is recognized and valued
- 4.12 Effective media relations are developed and maintained
- 4.13 A comprehensive program of community relations is established
- 4.14 public resources and funds are used appropriately and wisely
- 4.15 Community collaboration is modeled for staff
- 4.16 Opportunities for staff to develop collaborative skills are provided

Evaluator Comments:

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Professional Growth Area:

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**STANDARD 5: Integrity, Fairness, Ethics**

Score \_\_\_\_\_

*A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner*

**PERFORMANCE CRITERIA:**

The extent to which the administrator facilitates processes and engages in activities ensuring that:

- 5.1 Examines personal and professional values
- 5.2 Demonstrates a personal and professional code of ethics
- 5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- 5.4 Serves as a role model
- 5.5 Accepts responsibility for school operations
- 5.6 Considers the impact of one's administrative practices on others
- 5.7 Uses the influence of the office to enhance the educational program rather than for personal gain
- 5.8 Treats people fairly, equitably, and with dignity and respect
- 5.9 Protects the rights and confidentiality of students and staff
- 5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community
- 5.11 Recognized and respects the legitimate authority of others
- 5.12 Examines and considers the prevailing values of the diverse school community
- 5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 5.14 Opens the school to public scrutiny
- 5.15 Fulfills legal and contractual obligations
- 5.16 Applies laws and procedures fairly, wisely, and considerately

Evaluator Comments:

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Professional Growth Area:

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**STANDARD 6: Political, Economic, Legal**

Score \_\_\_\_\_

*A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.*

**PERFORMANCE CRITERIA:**

The extent to which the administrator facilitates processes and engages in activities ensuring that:

- 6.1 The environment in which schools operate is influenced on behalf of students and their families
- 6.2 Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- 6.3 There is ongoing dialogue with representatives of diverse community groups
- 6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- 6.5 Public policy is shaped to provide quality education for students
- 6.6 Lines of communication are developed with decision makers outside the school community

Evaluator Comments:

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Professional Growth Area:

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**EVALUATOR'S COMMENTS**

**EVALUATEE'S COMMENTS:**

**PERSONNEL RECOMMENDATIONS (check appropriate item):**

1. ☐ Administrator is recommended to continue employment.
2. ☐ Administrator is not recommended to continue employment.
3. ☐ Administrator needs another evaluation and summative conference before recommendation can be made.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

The Evaluatee has the right to appeal this evaluation to the Evaluation Appeals Committee.



#### COMPONENT FOUR

##### Appealing the Evaluation

## COMPONENT FOUR

### Appealing the Evaluation

Following the completion of the Summative Evaluation Report, an evaluatee who believes that the Report was not an accurate reflection of his/her performance may request to have the Report and/or Procedures reviewed by the District Evaluation Appeals Committee, as provided herein below.

- Right to a hearing as to every appeal
- Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the Evaluation Appeals Committee.
- Right to presence of evaluatee's chosen representative.

A record of the appeals hearing will be maintained in the Office of the Superintendent. Any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the State Board for Elementary and Secondary Education shall have the opportunity to appeal to the State board for Elementary and Secondary Education.

### Procedures

#### Step 1 (Initiate an Appeal)

The evaluatee completes an "Evaluation Appeals Hearing Request Form" (refer to page 51) and forwards a copy to the Superintendent and a copy to the evaluator within ten (10) working days of the date shown on the Summative Evaluation Report (refer to page 40 or page 47).

#### Step 2 (Superintendent Schedules Hearing)

Upon receipt of the "Evaluation Appeals Hearing Request Form", the Superintendent will within ten (10) working days, schedule an Evaluation Appeals Hearing.

#### Step 3 (Report of Findings)

Within ten (10) working days following the conclusion of the appeals hearing, the Evaluation Appeals Committee will prepare a "Report of Findings", and deliver said report to the evaluatee, superintendent, and evaluator, either in person or by certified or registered mail.

## **ROLE OF THE EVALUATION APPEALS PANEL**

A Principal serves as the chair of the Local Evaluation Appeals Panel. If an elementary teacher appeals, the High School Principal serves as the chair of the appeals panel. If a High School teacher appeals, the Elementary Principal serves as the chair of the appeals panel.

The principal is responsible of ensuring:

The evaluation appeals panel reviews the Summative Evaluation for  
(1) Implementation of Evaluation Instrument Procedure(s) and/or  
(2) Substance of the Summative Evaluation Performance Report

as requested by the evaluatee on the Evaluation Appeals Hearing Request Form (refer to page 51).

### **Appealing Evaluation "Procedures"**

The evaluatee is to submit in writing to the evaluator and to the local appeals panel – specifically, which evaluation instrument procedures the evaluatee alleges the evaluator may not have followed.

### **Appealing Summative Evaluation "Substance"**

The evaluatee is to submit in writing to the evaluator and to the local appeals panel – documentation challenging the findings of the evaluatee's summative evaluation instrument report (refer to pages 31-40 or pages 41-47).

### **Reviewing the Summative Evaluation "Procedures" or "Substance"**

The Local Evaluation Appeals Panel will hear testimony and examine documentation strictly related to:

1. Procedures as defined in this evaluation instrument and/or
2. Substance, which is defined as the documentation supporting or challenging the findings of the summative evaluation instrument report.

The Local Evaluation Appeals Panel will only review those procedures and/or substance requested by the evaluatee as checked on the Evaluation Appeals Hearing Request Form (refer to page 51) and submitted in writing as defined above.

### **Appealing anything other than "Procedures" or "Substance"**

The Chairman shall have the authority to limit or otherwise exclude testimony or documentation that is not reasonably related to the specific procedures and/or substance being reviewed.

### **Conduct During an Appeals Hearing**

The Chairman shall have the authority to direct any participant, including either party or counsel, to cease and desist unprofessional conduct or potentially libelous statements. If a participant persists in such conduct, the Chairman may ask the person to leave the hearing and/or may terminate or reschedule the appeal.

### **Legal Assistance to Appeals Panel**

The Local Evaluation Appeals Panel will be provided legal assistance if requested.

### **Report of Findings**

Within ten (10) working days following the conclusion of the appeals hearing, the Evaluation Appeals Committee will prepare a "Report of Findings", and deliver said report to the evaluatee, superintendent, and evaluator, either in person or by certified or registered mail.

Beechwood Independent Schools

EVALUATION APPEALS HEARING REQUEST FORM

I \_\_\_\_\_ have been evaluated by \_\_\_\_\_  
\_\_\_\_\_ during this current school year  
evaluation cycle. My disagreement with the findings of the summative evaluation has been  
thoroughly discussed with my evaluator.

I respectfully request the Beechwood Independent School District Evaluation Appeals Committee  
to hear my appeal.

My appeal challenges the summative findings on:

\_\_\_\_\_ substance

\_\_\_\_\_ procedure

\_\_\_\_\_ both substance and procedure

The date of the summative conference was \_\_\_\_\_.

The date the evaluator was notified of intent to appeal was \_\_\_\_\_.

I have read the procedures for appealing my evaluation and I have read the role of the evaluation appeals panel.

Signature \_\_\_\_\_ Date \_\_\_\_\_.

**(This form shall be presented in person or by mail to the Superintendent of Beechwood Independent School District within ten (10) working days of the receipt of the Summative Evaluation Report.)**

**Local Evaluation Appeals Hearing  
Suggested Format**

- I. Welcome – Chair of Local Appeals Panel
- II. Introduction of Panel Members, Evaluatee / representation, Evaluator / representation
  - a. Explanation of Role of Appeals Panel – Chair of Local Appeals Panel (refer to page 50)
  - b. Explanation of conduct to be adhered to – Chair of Local Appeals Panel (refer to page 50)
- III. Presentation of alleged evaluation instrument procedure violations – evaluatee / representation
  - a. Questioning of evaluatee / representation by evaluator / representation
  - b. Questioning of evaluatee / representation by panel
- IV. Presentation of evaluation instrument procedures followed – evaluator / representation
  - a. Questioning of evaluator / representation by evaluatee / representation
  - b. Questioning of evaluator / representation by panel
- V. Follow up questioning of both sides by panel
- VI. Presentation of material challenging findings of the summative evaluation report – evaluatee / representation
  - a. Questioning of evaluatee / representation by evaluator / representation
  - b. Questioning of evaluatee / representation by panel
- VII. Presentation of material supporting findings of the summative evaluation report - evaluator / representation
  - a. Questioning of evaluator / representation by evaluatee / representation
  - b. Questioning of evaluator / representation by panel
- VIII. Follow up questioning of both sides by panel
- IX. Closing remarks
  - a. Evaluatee / representation
  - b. Evaluator / representation
  - c. Local Evaluation Appeals Panel - Chair

**COMPONENT FIVE**

**Corrective Action Plan**

**CORRECTIVE ACTION PLAN**  
(Certified Employees)

Employee \_\_\_\_\_

Evaluator \_\_\_\_\_

Assignment of Employee \_\_\_\_\_

Date(s) of meeting(s) held to deal with deficiency(ies):

- Initial Meeting Date \_\_\_\_\_
- Other Meeting Dates following initial meeting date and purpose for meeting –

Dates

Purpose

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Recommendation of Evaluator

\_\_\_\_\_

Action of Superintendent

## PURPOSE OF A CORRECTIVE ACTION PLAN

This Report is not a performance assessment. The purpose of this report and any meetings wherein this report is the focus, is to deal with deficiencies of an Employee, which are considered to be serious enough in nature as to warrant a recommendation for disciplinary action or even dismissal if not corrected.

The deficiency(ies) set forth in this report are derived from informal and formal observations and evaluations of the extent to which employment expectations, as set forth in the Board approved job description, performance criteria, and/or teacher's handbook have been met.

This information concerning Employee deficiency(ies) is intended to be a catalyst to stimulate improvement. The Employee concerned is to receive a copy of this CORRECTIVE ACTION PLAN.

EVALUATEE \_\_\_\_\_ DATE \_\_\_\_\_

EVALUATOR \_\_\_\_\_ DATE \_\_\_\_\_

Signature of Evaluatee does not indicate agreement, but only that a copy was received.

Evaluator - Original

Evaluatee - Copy



**A. STATEMENT OF CONCERNS:**

(Deficiencies should be keyed to Performance Criteria for Teachers or Administrators, Job Description, and/or Job Responsibilities as appropriate. Statement of concerns should include dates when applicable.)

EVALUATEE \_\_\_\_\_ DATE \_\_\_\_\_

EVALUATOR \_\_\_\_\_ DATE \_\_\_\_\_

Signature of Evaluatee does not indicate agreement, but only that a copy was received.

Evaluator - Original

Evaluatee - Copy

**B. OBJECTIVES SET:**

(For each deficiency or group of related deficiencies identified in Section A, an Area of Improvement/Action Plan must be developed by the Evaluator and attached hereto. A specific time frame for correcting each deficiency or group of related deficiencies must be a part of each Area of Improvement/Action Plan developed.)

EVALUATEE \_\_\_\_\_ DATE \_\_\_\_\_

EVALUATOR \_\_\_\_\_ DATE \_\_\_\_\_

Signature of Evaluatee does not indicate agreement, but only that a copy was received.

Evaluator - Original

Evaluatee - Copy

C. ADMINISTRATIVE ASSISTANCE:

(Indicate below, the assistance to be provided by the Evaluator and/or other administrators in the correction of the deficiency(ies) by the Evaluatee.)

EVALUATEE \_\_\_\_\_ DATE \_\_\_\_\_

EVALUATOR \_\_\_\_\_ DATE \_\_\_\_\_

Signature of Evaluatee does not indicate agreement, but only that a copy was received.

Evaluator - Original

Evaluatee - Copy

D. RECOMMENDATION OF EVALUATOR

DATE \_\_\_\_\_

EVALUATEE \_\_\_\_\_ DATE \_\_\_\_\_

EVALUATOR \_\_\_\_\_ DATE \_\_\_\_\_

Signature of Evaluatee does not indicate agreement, but only that a copy was received.

Superintendent - Original

Evaluator - Copy

Evaluatee - Copy

E. ACTION BY THE SUPERINTENDENT

DATE \_\_\_\_\_

SUPERINTENDENT \_\_\_\_\_ DATE \_\_\_\_\_

EVALUATEE \_\_\_\_\_ DATE \_\_\_\_\_

EVALUATOR \_\_\_\_\_ DATE \_\_\_\_\_

Signature of Evaluatee does not indicate agreement, but only that a copy was received.

Superintendent - Original

Evaluator - Copy

Evaluatee - Copy

## **COMPONENT SIX**

### **Professional Growth Plan**

## COMPONENT SIX

### Professional Growth Plan

All employees are required to complete a professional growth plan for improvement where the evaluatee is given assistance for becoming more proficient as a certified employee. The professional growth plan should utilize the results of the summative evaluation process and shall align with the schools improvement plan/district plan. The professional growth plan must be completed by the end of the school year and is reviewed annually.

#### Procedures

The professional growth plan is to be completed jointly by the employee and immediate supervisor. The immediate supervisor will provide assistance as needed in the development of the plan. The immediate supervisor may suggest the goal/objective to ensure the growth goal is aligned with specific goals and objectives of the school/district improvement plan.

#### Step 1 Identified School/ District Improvement Plan Goal and /or Objective

(704 KAR 3:345 Section 4 (2) (c) states, "The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually."

Is your growth plan goal(s) aligned with one of the school/district improvement goals or objectives?

#### Step 2 Present Professional Development (PD) Stage

Select the stage of professional development that best reflects the evaluatee's level.

O = Orientation / Awareness

A = Application / Preparation

I = Implementation / Management

R = Refinement / Impact

Is your growth plan individualized to meet the particular level or stage of present professional development?

#### Step 3 Growth Goal(s) / Objective(s)

Identify specific goal(s) or objective(s) you plan to develop. For example: If increasing the percentage of students scoring in the proficient level in mathematics is a school improvement goal, an individualized growth plan might be to incorporate measurable performance-based assessment items in mathematics lessons, or to utilize computer software/technologies in mathematics instruction. It is also appropriate to review your summative evaluation report for any identified instructional professional growth needs.

#### Step 4 Activities for Achieving Goal(s) and Objective(s)

List specific procedures and activities you plan to do in order to meet your goal(s) and objective(s). For example: attending specific staff development workshops, soliciting input from a peer/colleague who has mastered the goal or objective, enrolling in a seminar, collaborating with other support personnel, etc.

#### Step 5 Expected Impact

Describe the expected impact in terms of improved student performance; change in teacher practice, or completion of finished product.

#### Step 6 Target Dates for Completion / Review

Identify the date you plan to accomplish / review your individualized goal(s) / objective(s).

### Stages of Development Related to Outcomes and Professional Development

Stages of Professional Development	Desired Practitioner Outcomes for Training	Appropriate Training Strategies & Development Processes for Maximum Growth
(1) Orientation/Awareness Stage at which practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program	<ul style="list-style-type: none"> <li>• Be able to describe the general characteristics of the program and the requirements for use.</li> <li>• Analyze his/her role in the program based upon program characteristics and requirements and the program's demands on the user and the school.</li> <li>• Be able to identify the knowledge/skills</li> <li>• Needed for program implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information on key concepts.</li> <li>• Address personal concerns.</li> <li>• Present exemplars and non exemplars</li> <li>• Define competencies and requirements to implement program</li> <li>• Provide opportunities for exploration.</li> </ul>
(2) Preparation/Application Stage at which practitioners develop the skills and processes to begin program implementation.	<ul style="list-style-type: none"> <li>• Develop the knowledge and skills needed for initial implementation of the program.</li> <li>• Identify the logistical requirements, necessary resources, and training for initial use of the program</li> <li>• Analyze existing resources to determine which resources need to be ordered.</li> <li>• Organize activities, events, and resources for initial use of the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Model skill and processes</li> <li>• Simulate tasks and processes.</li> <li>• Provide coaching and feedback</li> <li>• Observe exemplary programs</li> </ul>
(3) Implementation/Management Stage at which practitioners learn to master the required tasks for implementation of the program in their workplace	<ul style="list-style-type: none"> <li>• Develop the knowledge and skills needed for initial Implementation of the program.</li> <li>• Analyze his/her use of the program with regard to problems of logistics, management, time, schedules, resources, and reactions of the student.</li> <li>• Make appropriate adaptations and/or modifications in the program needed to address local managerial and/or logistical issues.</li> <li>• Develop a knowledge of long-term requirements for the use of the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Technical assistance</li> <li>• Coaching</li> <li>• Networking of Resources</li> <li>• Visitations of successful programs in operation.</li> </ul>
(4) Refinement/Impact Stage at which practitioners vary the use of practices to achieve maximum impact on student achievement.	<ul style="list-style-type: none"> <li>• Analyze cognitive and effective effects of program on students.</li> <li>• Develop immediate and long-range plan which address possible needed changes in the program to enhance student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Networking with consultants and other practitioners operating at impact stage.</li> <li>• Regional and national sharing conferences.</li> <li>• Serving as training facilitators to other programs.</li> </ul>

\* Professional Growth Plan Stages:  
 O = Orientation/Awareness  
 I = Implementation/Management

A = Application / Preparation  
 R = Refinement/Impact



Individual Professional Growth Plan

Name \_\_\_\_\_ Date \_\_\_\_\_ School Year \_\_\_\_\_

Identified School/District Improvement Plan Goal and /or Object:

Present Professional Development Stage

Growth Goal(s) / Objectives: (Individual Growth Plan must align with specific goals and objectives of school/district improvement plan.)

Procedures and Activities for Achieving Goal(s) / Objective(s)

Expected Impact

Target Date(s) for Completion / Review

Employee's Comments:

Supervisor's Comments:

Individual Growth Plan Developed:      Annual Review:      \_\_\_\_ Achieved: \_\_\_\_ Revised: \_\_\_\_ Continued

\_\_\_\_\_  
Evaluator's Signature      Date

\_\_\_\_\_  
Employee's Signature      Date

\_\_\_\_\_  
Supervisor's Signature      Date

\_\_\_\_\_  
Supervisor's Signature      Date

